

Blockhouse Bay Primary - Annual Implementation Plan 2026



WE SEEK knowledge, understanding and success
WE STRIVE to be creative, resilient and respectful
WE SOAR confidently into the world, strong in our unique identity

Ka tae mai he manu pī, Ka puta he manu rere
Arrive a fledgling, Leave soaring

How did we create this plan?

2023: This plan was developed as a result of Community Consultation which took place in 2023. Ākonga, Whānau and Kaiako were consulted and the information synthesised. The 2020 - 2023 plan was reviewed and this provided further direction along with End of Year Curriculum expectation data results. A Strategic Plan 2024-2025 was constructed. (The two year plan was completed as per the Ministry of Education Guidelines at the time)

2024: At the end of 2024 we reviewed this plan to inform the 2025 plan. The plan also includes the goals co-constructed during our Education Review Office visit of Term 4 2024 alongside End of Year Data Analysis 2024.

2025: During 2025 we again consulted the community to prepare to construct a new Strategic Plan for 2026-2028. Early in Term 4 the Ministry of Education changed its guidance regarding the new Strategic Plan timeframes and suggested that this should now be written for the period 2027- 2028.

To inform the 2026 Annual Plan the 2025 Annual plan has been reviewed against the Measures of Success. Progress has also been considered against the 2024-2025 Strategic Plan Measures of Success.

Goal 1: Growing teaching and learning

Goal 2: Strengthening wellbeing for all

Goal 3: Cultivating environments that honour culture and identity and engage ākonga and whānau



Blockhouse Bay
Primary School
We Seek - We Strive - We Soar

Strategic Goal 1. Growing teaching and learning

Progress for all learners

Academic goal: Please note. Due to the changes in curriculum during 2025 and the new mandated reporting to be introduced in 2026, we are unable to set specific numeric goals at this time. This is because the End of Year 2025 judgements use a different methodology and scale than the Mid/End of Year progress judgements. Progressing learning for all students remains our priority.

1. *Increase learner progress and achievement in Reading, Writing and Mathematics. This requires the kura to:*
 - a. *Know all learners current levels against the 2025 Te Mātaiaho/ NZC Curriculum by re-establishing robust protocols for assessment gathering, subsequent judgements and moderation against the curriculum using the Ministry of Education mandated progress judgement five point scale*
 - b. *Compare progress from mid year to end of year using the new progress judgement scale*

What will we see at Blockhouse Bay Primary School? Strategic Initiatives	How will we make progress towards this goal? Supporting Actions	Who is responsible?	Resources Required	Time-frame	Measures of success
<p>1.1 Increase learner progress and achievement.</p> <p>Priorities will be identified based on the end of year data collected against 2024 Te Mātaiaho/ NZC Curriculum in English and Mathematics.</p>	<p>1.1.1 Achievement data will be shared, discussed and analysed at leadership and team level, with regard to ethnicity, gender and year level. Disparity will be identified, teaching plans developed and resources allocated accordingly.</p>	<p>AP & DP Leadership team, Team leaders and Teachers</p>	<p>ESOL funding Structured -Lit Acceleration Funding -Additional Needs Funding</p>	<p>T1</p>	<p>2026 End of Year Data shows progress in achievement for all students when comparing mid year to end of year results. Groups where disparity has been identified will show accelerated progress</p>
	<p>1.1.2 Tier 1 Intervention: Classroom based acceleration: Teachers implement acceleration programmes through classroom programmes based on identified needs</p>	<p>Team Leaders & teachers</p>	<p>Meeting Allocation & MOE Acceleration resources</p>	<p>T1-4</p>	
	<p>1.1.3 Tier 2 Intervention: Kupu Toa programme and Learning Assistant or ELLA led groups delivering targeted support programmes for identified students</p>	<p>AP & DP, ESOL Lead Teacher</p>	<p>AP/DP/Lead Teacher ESOL Learning Assistants</p>	<p>T1-4</p>	
<p>1.2 Implement Te Mātaiaho /NZC Curriculum (2025) English Learning Area</p>	<p>1.2.1 Complete update of Pathways including Hero, Visual Pathways and teaching notes for all pathways based on latest curriculum September 2025).</p>	<p>AP, DP & English Curriculum Leaders & Teachers</p>	<p>Eng Lead Teachers & co-opted teachers Leadership release Time allocation Leadership Days allocation (2 days) Teachers</p>	<p>T1</p>	<p>1.2.1 Pathways (including Hero, Visual Pathways and teaching notes) based on latest curriculum updated and being used by Teachers</p>
	<p>1.2.2 2026 English Overview and English Planning Tools reviewed with reference to guidelines and finalised</p>			<p>T2</p>	<p>1.2.2.Changes to English Annual Plan and Planning Tools meeting MOE guidelines made and being used by all teams and teachers</p>
	<p>1.2.3 Write and implement Oral Language pathway</p>			<p>T3</p>	<p>1.2.3 Oral Language Pathway (including Hero, Visual Pathways and teaching notes based on latest curriculum (September 2025) written</p>
	<p>1.2.4 Continue Structured Literacy (BSLA) Implementation into Years 4-6</p>		<p>Team meeting focus</p>	<p>T1-4</p>	<p>1.2.4 Two new teachers trained and using BSLA with confidence in class programme</p>
	<p>1.2.4 Train two new teachers in Structured</p>		<p>Cohort 7 PLD</p>	<p>T1& 2</p>	<p>1.2.5 Structured Literacy (BSLA) course completed</p>

	<i>Literacy</i>		<i>funded 3 release days by MOE</i>		
<i>1.3 Implement Te Mātaiaho /NZC Curriculum (2025) Mathematics & Statistics Learning Area</i>	<i>1.3.1 Update the Number Pathway (including Hero, Visual Pathways and teaching notes) based on the latest curriculum (September 2025).</i>	<i>AP, Maths lead teacher Curriculum Teams, Maths Collaborative Inquiry Time TBC</i>	<i>Leadership release Time Teacher Meeting allocation, Team Meeting allocation</i>	<i>T1</i>	<i>1.2.1 Pathways (including Hero, Visual Pathways and teaching notes for the Number pathway based on latest curriculum- updated and being used by Teachers</i>
	<i>1.3.2 2026 Mathematics Overview and Planning Tools reviewed with reference to guidelines and finalised</i>			<i>T1</i>	<i>1.2.2. Changes to Mathematics Annual Plan and Planning Tools meeting MOE guidelines made and being used by all teams and teachers</i>
	<i>1.3.3 Grow knowledge of the Mathematics Curriculum in particular Measurement, Geometry, Statistics and Probability. (Ministry PLD days)</i>		<i>Ministry PLD days</i>	<i>T2</i>	<i>1.3.3 All Teachers can effectively plan and teach all strands of Mathematics and Statistics</i>
	<i>1.3.4 Develop Pathways (including Hero, Visual Pathways and teaching notes in Measurement, Geometry and Statistics, based on the latest curriculum (September 2025)).</i>		<i>Leadership release Time Teacher Meeting allocation, Team Meeting allocation</i>	<i>T2/3</i>	<i>1.3.4 Pathways (including Hero, Visual Pathways and teaching notes) based on latest curriculum- updated and being used by Teachers</i>
	<i>1.3.5 Continue exploration and implementation of proven best practice in Mathematics teaching.</i>		<i>Ministry PLD days</i>	<i>T2</i>	<i>1.3.5 Teachers will demonstrate confidence and consistency in delivering effective Mathematics teaching across all strands, evidenced by the use of proven best-practice strategies (e.g. rich tasks, explicit teaching, mathematical talk, and differentiated group instruction) observed in planning, classroom practice, and assessment.</i>
<i>1.4 Prepare to implement Te Mātaiaho / New Zealand 2025 Curriculum: Science, Social Science, The Arts, Health & PE, Technology</i>	<i>1.4.1 Complete 2026 one-year overview using 2007 NZC</i>	<i>AP Lead Teacher Inquiry</i>	<i>Leadership release Time</i>	<i>T1</i>	<i>Overview in place and used for Term 3 & 4</i>
	<i>1.4.2 Explore and set guidelines for the implementation of 2025 Curriculum Learning Areas in 2027. Give consideration to our school's special characteristics and context. E.g. our diverse culturally and Linguistically diverse learners, English Language Learners and Additional Needs students, composite classes</i>	<i>AP, SLT Lead Teacher ESOL, SENCO, Teachers</i>	<i>Leadership release Time Teacher Meeting allocation</i>	<i>T3 & 4</i>	<i>Implementation Plan in place ready for 2027. PLD for teachers delivered.</i>

	<i>1.4.3 Revise current successful planning tools and MOE planning models to create planning tools to support effective curriculum delivery in 2027</i>				<i>Planning tools developed and used for 2027 Term 1: Annual, Term/Unit, Weekly</i>
	<i>1.4.4 PLD to support teachers in implementing the draft curricula</i>	<i>AP, SLT , Curriculum Leads. MOE Resources</i>	<i>Teacher Meeting allocation TOD</i>	<i>T4</i>	<i>Teachers confident and ready to implement Science, Social Science, The Arts, Health & PE, Technology curriculum in 2027</i>
	<i>1.4.5 Continue to strengthen Health and Physical Education Curriculum delivery. Continue embedding planning and risk management processes</i>	<i>AP, Health and PE Team Leaders & Teachers</i>	<i>Leadership release Time Teacher Meeting allocation, Team Meeting allocation</i>	<i>T1-4</i>	<i>Curriculum Overview includes coverage of items identified by the community survey regarding the Health and Physical Education Curriculum delivery</i>
	<i>1.4.6 Explore how to sustain and grow our positive school culture and how to share how learning corporately within the new curriculum delivery model (The current model of learning focus across whole school including events may need adjusting)</i>	<i>AP, SLT</i>	<i>Leadership release</i>	<i>T3 & 4</i>	<i>Deliberate plans in place to sustain and grow our school culture including school events to build a sense of family and share learning</i>
<i>1.5 Implement new required Assessment tools</i>	<i>1.5.1 Review and adjust the 2026 Schoolwide Assessment Overview. Consider and identify what to continue and what to discard while ensuring robust information is available to make judgements</i>	<i>Leadership team</i>	<i>Resourcing Leadership release time Possible financial allocation for PATS</i>	<i>T1</i>	<i>Assessment overview in place and being outworked by teachers. Information providing input into mid year judgements for reporting to parents</i>
	<i>1.5.2 Review and adjust the use of English Language Learning Progressions (ELLP) assessment tool to inform teaching, learning, reporting to parents and funding requirements for English Language Learners.</i>	<i>ESOL Lead & Team Leadership Team. Classroom teachers</i>	<i>Leadership Release Time ESOL funding</i>	<i>T1-4</i>	<i>Adjusted timeline in place to conduct ELLP assessment prior to reporting. Support for teachers in completing ELLPs. Support for teachers in using the ELLPs to inform teaching and learning and Mid year judgements</i>

	<i>1.5.3 Explore, implement and effectively use the Phonics Check for Reading, Writing and Mathematics at 20 weeks and 40 weeks at school.</i>	<i>A{P/Eng Lead/Kōwhai Team Leader & Teachers Specialist Lit. Learning Assistants Office Admin Support</i>	<i>Resourcing Leadership release time</i>	<i>T1-4</i>	<i>Phonics check implemented for all children who have their first 20 and 40 weeks at school and used with insight by teachers to inform teaching and learning and Overall Teacher Judgements</i>
	<i>1.5.4 Explore, implement and effectively use the SMART tool for Reading, Writing and Mathematics in Years 3-6</i>	<i>AP & SLT & T & Office Admin support</i>	<i>Leadership release time & Meeting Allocation Time</i>	<i>T1- T4</i>	<i>Smart Tool implemented for all children in Year 3 - 6 and used with insight by teachers to inform teaching and learning and Overall Teacher Judgements</i>
	<i>1.5.5 Review and adjust Assessment practices for Additional needs students while meeting the Assessment guidelines</i>	<i>DP/ SENCo Leadership team Teachers LAs</i>		<i>T1-4</i>	<i>Reporting to parents is reflective of the needs of Additional Needs students while meeting the requirements from the MOE. Consideration given to the views of parents of additional needs children through consultation</i>
	<i>1.5.6 Support teachers with appropriate, timely PLD to support changes to Assessment requirements</i>	<i>AP & Leadership team</i>		<i>T1-4</i>	<i>Staff meeting programme reflective of PLD to support assessment requirements from MOE while continuing to implement established good practice. This will be evident in team meeting discussions.</i>
<i>1.6 Implement required new Reporting to Parents to Parents protocols</i>	<i>1.6.1 Review and adjust the 2026 Hero Posting Overview. Consider and identify what to continue and what to discard while ensuring robust information is available for parents</i>	<i>AP & Leadership team</i>	<i>Leadership release time & Meeting Allocation Time</i>	<i>T1</i>	<i>Hero Posting overview is reflective of assessment framework Timely HERO communication with whānau informing of changes</i>
	<i>1.6.2 Review and adjust the use of English Language Learning Progressions (ELLP) assessment tool to inform required reporting to parents guidelines for English Language Learners.</i>	<i>ESOL Lead & leadership team</i>		<i>T1 & 2</i>	<i>Reporting to parents is reflective of the needs of English language Learners while meeting the requirements from the MOE. ELLP progressions used to report on stages of language proficiency. Support for teachers in reporting against the ELLP framework.</i>
	<i>1.6.3 Effectively use the Phonics Check for Reading, Writing and Mathematics at 20 weeks and 40 weeks at school as one component of</i>	<i>AP / Eng Y0-3 Lead, Kōwhai Team Leader &</i>	<i>Leadership release time & Meeting</i>	<i>T1-4</i>	<i>Phonic check results used as one component of judgements made when Reporting to parents at Mid and End of year</i>

	<i>Informed judgements</i>	<i>Leadership team</i>	<i>Allocation Time</i>		
	<i>1.6.4 Explore, implement and effectively use the SMART tool for Reading, Writing and Mathematics in Years 3-6 as one component of Informed judgements</i>	<i>AP / Eng Y0-3 Lead, Maths Lead/ Tōtara/KauriTeam Leader & Leadership team</i>		<i>T1-4</i>	<i>SMART tool results used as one component of judgements made when Reporting to parents at Mid and End of year</i>
	<i>1.6.5 Review and adjust our Reporting to Parents protocols for Additional Needs students to meet the Reporting to Parents requirements.</i>	<i>DP, SLT & Teachers</i>	<i>Meeting Allocation Time</i>	<i>T1 & 2</i>	<i>Consultation with whānau of additional needs students regarding reporting requirements Ensure our reporting to whānau programme for additional needs students is reflective of MOE guidelines.</i>
	<i>1.6.6 Monitor information from Hero, our school management system as they release updates. Make decisions to implement the Reporting to Parents requirements building on our current successful practice including our pathways</i>	<i>AP Office Admin Support, Tech Lead Teacher & SLT</i>	<i>-</i>	<i>T1 - 2</i>	<i>Hero effectively utilised to meet the Reporting to Parents requirements while still utilising valued current components. Reports completed in line with the MOE requirements</i>
	<i>1.6.7 Support teachers with appropriate, timely PLD to support changes to Reporting requirements</i>	<i>AP/DP & SLT</i>	<i>Meeting Allocation Time</i>	<i>T1 - 2</i>	<i>Staff meeting schedule reflected PLD in reporting requirements Evidence in team meeting minutes of discussions related to the reporting requirements</i>
<i>1.7 Develop effective use of Artificial Intelligence (AI) to enhance Teaching and Learning</i>	<i>1.7.1 Finalise and approve AI policy for how teachers and students will use AI.</i>	<i>Lead Teacher Digital Technology and SLT</i>	<i>Leadership release Time (1 days per term per Digital Tech leader), Teacher Meeting allocation,</i>	<i>T2</i>	<i>Policy in place. Artificial Intelligence used within school's policy effectively by Teachers to support teaching and learning</i>
	<i>1.7.2 AI policy shared with teachers.</i>			<i>T3 & 4</i>	
<i>1.8 Continue to strengthen collaborative practice for all kaiako</i>	<i>1.8.1 Implement 2026 teaching structure and support new collaborative partnerships and adjusted teams</i>	<i>DP, SLT and Team leaders</i>	<i>Meeting Allocation Time</i>	<i>T1-4</i>	<i>Kaiako planning and teaching in collaborative teams across the school in class pairs, in teams and school wide</i>

					Use of 'MATES (Mutually Agreed Team Expectations)' and 'Nuts and Bolts of daily life in a collab space' evident. Evidence in team meetings of discussions held in relation to collaborative partnerships
	1.8.2 Continue regular reflection and goal setting through team meetings. Discussion in these team meetings with a particular focus on strengthening the process of sharing planning workload	Team Leaders & Teachers	Meeting Allocation Time	T1-4	Checkins with the Team MATES in team meetings
	1.8.3 Consideration of effective collaborative teaching practice within the highly prescriptive revised curriculum particularly with a year by year curriculum	DP, SLT and Team leaders	Meeting Allocation Time	T1-4	Discussion held in team meetings in relation to how collaborative practice can be utilised



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Strategic Goal 2: Strengthening wellbeing for all

What will we see at Blockhouse Bay Primary School? Strategic Initiatives	How will we make progress towards this goal? Supporting Actions	Who is responsible?	Resources required	Timeframe	Measures of success
2.1 Increase the use of pro-social skills to become a culture of our school to improve student wellbeing	<p>2.1.1 Develop and implement 2026 Hauora plan based on survey findings to include:</p> <ul style="list-style-type: none"> - strengthening targeted support for Y5–6 learners and teachers. - Continuing to embed deliberate oral language and pro-social teaching. - Embedding opportunity for whanaungatanga in term plan <p>2.1.2 2026 Teacher PLD to support positive behaviour</p>	AP, DP, Team Leaders, Teachers	MoE Mental Health and Wellbeing Guidelines	Terms 1-4	Y4-6 Wellbeing Survey shows positive progress in Pro-Social skills. Students are happy, confident, resilient and upstanders who are respectful of others and this is reflected in the annual

<p>2.2 Support staff wellbeing</p>	<p>2.2.1 Plan and implement initiatives to support resilience and wellbeing for all staff</p> <ul style="list-style-type: none"> - Continue managing workload pressure during major curriculum shifts. - Support teachers working with high-needs learners through PLD and release. 	<p>Principal & SLT</p>	<p>-Principal sharing regular wellbeing tools. -Collaborative practice structures (CRT together, MATEs, CPF) supporting wellbeing.</p>	<p>Term 1-2</p>	<p>Staff are actively involved in review, planning, and implementation of all initiatives. Feedback is Improvement in Kaiako workload is reported in Team Discussions and End of Year Attestation conversations</p>
	<p>2.2.1 (See 1.8) Continue to strengthen collaborative practice between all teams to support teacher wellbeing</p>	<p>See 1.8</p>	<p>See 1.8</p>	<p>See 1.8</p>	<p>See 1.8</p>
<p>2.3 Increase attendance to 75% attending school regularly and reduce lateness</p>	<p>2.3.1 Develop school-wide initiatives to encourage regular attendance</p> <ul style="list-style-type: none"> - Deliver engaging, culturally responsive learning programmes that promote student voice, agency and belonging. - Connect with students and their families with low attendance - Specific focus on improving irregular attendance (80-90%) - Certificates at the end of each term for students who attend 90% or more - Regularly discuss attendance at team and leadership meetings. 	<p>Lead Teacher, Leadership Team & Teachers</p>	<p>Meeting times Leadership time</p>	<p>Terms 1-4</p>	<p>Increase in overall regular attendance to 75% (attending over 90% of the time)</p> <p>Shift 5% of children from irregular (80% - 90%) to regular attendance (over 90%)</p> <p>Increased whānau awareness of attendance expectations through anecdotal conversations, parent attendance notes on Hero and reduction in unjustified absences and term-time travel.</p> <p>Increased engagement from families of students previously chronically absent documented in Senior Leader minutes</p>
	<p>2.3.2 Continue regular whānau communication to highlight attendance and links with achievement</p> <ul style="list-style-type: none"> - Weekly Hero posts - Weekly Facebook posts - Newsletter updates - One-to-one approach with families improving chronic attendance, including meeting with parents, referrals to ACEs - Encourage families to travel outside of term time 	<p>Principal, Lead teacher Attendance</p>			
	<p>2.3.3 Focus on improving irregular attendance (80-90%)</p> <ul style="list-style-type: none"> - Weekly Hero posts 	<p>Lead Teacher, Leadership</p>			

	<ul style="list-style-type: none"> - Reduce term-time overseas travel impact (key barrier). - Continue personalised whānau engagement and goal setting. - Lead teacher analyses data weekly to note when students have been absent 10, 15 and 20 days absent (Hero prompt) - STAR letters sent - Discuss students of concern in team meetings and Leadership meetings (fortnightly). 	Team & Teachers			
2.4 Ensure a safe and healthy learning environment for all students, staff, and visitors by implementing comprehensive health and safety measures in accordance with New Zealand regulations and good practice.	2.4.1 Health and Safety: Implement 4 pillars of the Blockhouse Bay School Safety System: People, Property, Curriculum, Technology	Principal, AP/EOTC Coordinator, Executive Officer Tech Lead Teachers and Staff	-	Term 1-4	New EOTC Safety Management Plan completed by end Term2 b. EOTC Safety Management Plan Professional Learning for all staff during Term 3 c. All new staff are inducted into the new system within 4 weeks of starting (or before their first EOTC involvement).
	2.4.2 Aquatic Education Implementation, Review and ongoing adjustments	AP/SLT/ Teachers	Dean Greenwood Swim School	T1 & 2	Aquatic Education Plan implemented. High participation rates achieved. Teachers confidence reported
	2.4.3 Continued refinement and monitoring of EOTC procedures in practice.	AP/EOTC Coordinator	PLD for another teacher	T1 & 2	EOTC H&S Pillar followed for all EOTC events and activities



Strategic Goal 3: Cultivating environments that honour culture and identity and engage ākonga and whānau

What will we see at Blockhouse Bay Primary School? Strategic Initiatives	How will we make progress towards this goal? Supporting Actions	Who is responsible?	Resources required	Timeframe	Measures of success
3.1 Ākonga and Kaiako learn in collaborative, attractive learning spaces (inside and outside) which reflect our bi-cultural heritage and our cultural diversity	3.1.1 Development or refreshing for some spaces e.g. Te Whau, Fale playground remediation (hill), Bark area next to Manukau 1, Shade sail over sandpit and see below	Principal, EO	Finances	Term 1	All learning spaces (inside and outside) designed with flexibility and purpose and used by kaiako and ākonga appropriately.
3.2. New attractive and inviting outdoor spaces which utilise the old Kōwhai land (unstable land) and other areas of the school	3.2.1 After the Ministry of Education (MOE) investigation and stabilisation of land, research possibilities and develop new use of the land. Partner with the Fundraisers At Blockhouse Bay (FAB) for funding if needed.	MOE, P/ AP, FAB	Unknown	Time dependant on MOE investigation	Progress made towards establishing these outdoor spaces
	3.2.2 Future goals beyond the timeframe of this Strategic Plan are to resurface Netball Court surface and install canopy				
	3.2.3 Future goals beyond the timeframe of this Strategic Plan is to install an Outdoor stage and 'Campfire' gathering spaces to facilitate opportunity to learn in an outdoor setting				